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ABSTRACT

This report summarizes the proceedings of a 1-day conference on employment and training needs of the 1990s. Information summarized includes background and purpose, design and methodology, keynote speaker and presentation, synthesis of small group work, and implications and future community actions. The keynote speaker, Anthony Carnevale noted that the competitive position of the United States in the global marketplace is heavily dependent on technological competence, organizational strength, and the quality of the work force; but at present the educational system is not producing the workers needed and is not accepting responsibility for preparing students for the world of work. Business and education leaders are urged to act together to find solutions to the growing shortage of qualified entry-level workers. Summaries of eight small group sessions show how each group defined the problem of producing workers with workplace skills, identified causes, and suggested problem/cause relationships. The document includes a summary of the research project that inspired the conference, a workplace skills inventory, and directory of conference participants. (KC)

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WORKPLACE BASICS CONFERENCE

Summary of a conference on the employment and training needs of the 1990's

October 20, 1989
Columbus, Ohio

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WORKPLACE BASICS CONFERENCE

Summary of a conference on the
employment and training needs of the 1990's

October 20, 1989
Columbus, Ohio

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EXECUTIVE SUMMARY

In 1988, the American Society for Training and Development (ASTD) and the U.S. Department of Labor published an overview of the results of a two-year, joint project. This report, titled "Workplace Basics: The Skills Employers Want," summarizes skills necessary for workplace success and critical to the United States maintaining a competitive position in the global marketplace. These sixteen skills range from "learning to learn" to "organizational effectiveness and leadership." The report also defines the future human resource needs that will exist because of growing deficits in these skills and suggests a blueprint for corrective action.

In Columbus, Ohio, the report inspired a small group of interested professionals to begin informal discussions on the topic. Key activists, some members of the local ASTD chapter, recognized the local implications of the study. They decided to serve as catalysts for community action by spreading the report and its messages.

This group became the committee that designed a conference aimed at leaders in business, education and human services. If they could plant the seeds for change among these leaders, then plans to meet the local employment and training needs of the 1990's might emerge.

Anthony Carnevale, Ph.D., Vice President of National Affairs and Chief Economist for the national office of ASTD and co-author of the study, was keynote speaker. According to Dr. Carnevale, the competitive position of the United States in the global marketplace is heavily dependent on technological competence, organizational strength and the quality of our workforce. The individual worker's education, training, and personal and interpersonal skills must be equal to the workplace demands. At present, our educational system is not producing the workers we need and does not yet accept responsibility for preparing students for the world of work. Conversely, business needs to take a more active role in communicating its needs to schools and colleges. Business also has not been seen as a strong supporter of education.

Dr. Carnevale urged business and education leaders to act together to find solutions to the growing shortage of qualified entry-level workers.

Following Dr. Carnevale's presentation, participants were asked to complete a survey to assess the importance and presence of these workplace skills among their own constituent group(s). Acting as facilitators, committee members then worked with small groups to define the problem and its causes. These sessions were intended to stimulate thinking and encourage local action planning.

The full group reconvened to begin the problem-solving part of the process. This was considered only as an introduction to the problem solving, which conference leaders suggested would continue indefinitely as the community works toward its goal of providing workplace skills.

Two significant outcomes of the conference were the enthusiasm of the participants and the formation of a grassroots task force to turn ideas and discussion into action. One clear message that emerged from the conference was the need for a continuing dialogue among stakeholders. An appreciation for the interrelatedness of many factors will improve our community's ability to improve workplace skills and our competitive position.

Section 1

BACKGROUND AND PURPOSE

OUTGROWTH OF A TWO-YEAR STUDY OF EMPLOYMENT AND TRAINING NEEDS

This local conference was based on a two-year study of future employment and training needs conducted by the American Society for Training and Development (ASTD) and the U.S. Department of Labor.

The findings from this research were summarized in "Workplace Basics: The Skills Employers Want" (the first of five publications). It describes 16 skills (grouped into seven broader categories) that organizations require within their workforce to remain competitive in today's changing economy. These skills range from "learning to learn" to "organizational effectiveness and leadership." (See Appendix A for a summary of this research.)

LOCAL RESPONSE

A small group of professionals interested in this study organized discussions of the publication and its implications for Columbus and central Ohio. The idea for a conference developed, and this group became the Conference Planning Committee. (See Acknowledgements for a list of committee members.)

CONFERENCE PURPOSE

The conference was designed to provide participants with an opportunity for action thinking and planning regarding local employment and training needs of the 1990's.

Committee members felt strongly about planting seeds to effect change. Consequently, it was necessary to do more than merely inform others about the changing work environment. The result was a full-day invitational and working conference for community stakeholders representing a cross-section of associations, organizations and industries.

The conference was intended to facilitate networking among groups and individuals interested in the employment and training challenges of the 1990's and in sharing their knowledge, talent and resources. By continuing the dialogue among themselves, these community stakeholders might begin to plan follow-up activities and implement ideas addressing their needs and those of the community.

CONFERENCE OBJECTIVES

To set the stage for community change, five objectives were presented to participants:

1) Discuss the major issues in the study "Workplace Basics: The Skills Employers Want"
2) Identify participants' current and future local employment and training needs
3) Identify ways in which the information in the study can be applied locally
4) Recommend future steps for addressing local employment and training needs
5) Increase awareness of resources currently available within our community

Section 2

DESIGN AND METHODOLOGY

DESIGN

Four goals guided conference design:

1) Education
2) Problem definition/causal identification
3) Stimulation of problem solving
4) Stimulation of local collaboration

The education goal was met in two ways: participants received a copy of "Workplace Basics: The Skills Employers Want" and Anthony Carnevale, Ph.D., presented background on the topic.

The problem definition/causal identification goal was met by involving participants in small group discussions to systematically analyze the "human capital deficit" in central Ohio.

The stimulation of problem solving goal was met during the conference through small group summary reports and discussion on how the problem (once fully understood) could be attacked. The full realization of this goal is linked to the final goal.

The stimulation of local collaboration goal is a hoped for by-product of the conference design and the first three goals. It was the vision and belief of the Planning Committee that by working together community stakeholders can have a major impact in solving the "human capital deficit" in central Ohio. It will be up to those who become involved in follow-up activities to design programs and other strategies to correct the problem. In this regard, therefore, the conference was merely a beginning.

METHODOLOGY

The conference had three major parts:

Part 1
Interactive Presentation and Skills Inventory (large group)

Part 2
Problem Definition/Causal Identification (small groups)

Part 3
Problem Solving (large group)

Part 1: Interactive Presentation and Skills Inventory

The purpose of Part 1 was to stimulate thinking and discussion on the implications of the study for the Central Ohio community.

Anthony Carnevale, Ph.D., presented on the topic and engaged the audience in a discussion based on their concerns and questions. (See Section 3 for a review of his presentation.)

A Workplace Skills Inventory was then used to help conference participants evaluate the extent to which the skills identified in "Workplace Basics: The Skills Employers Want" are <u>important to</u>, <u>present in</u> and <u>in need of improvement in</u> their organizations. The data showed that:

*Each skill was more important than it was present

*Three most important skills:

Knowing How to Learn
Problem Solving
Interpersonal Skills

*Three skills in most need of improvement (with Knowing How To Learn and Teamwork tied for first place):

Knowing How To Learn
Teamwork
Problem Solving

(See Appendix B for a copy of the inventory, a more complete description of the results, graphs and an interpretation of the findings.)

Part 2: Problem Definition/ Causal Identification

The purpose of Part 2 was to engage participants in defining the problem, identifying its causes and considering the local implications of the study.

To accomplish this, participants were divided into eight small groups and a structured problem solving method was used. This method was specifically designed to deal with complex problems by involving stakeholders or stakeholder groups (those directly affecting and/or affected by the problems) in discussions.

The key output of the method is a graphic representation of the logical connections among all contributing causes. The graphic representation provides a mechanism for evaluating the relative contribution of each cause to the overall problem. The process, by involving multiple stakeholders, ensures the creation of a more complete picture of the problem.

(See Section 4 for a synthesis of the small group efforts and Appendix C for the Small Group Summaries.)

Part 3: Problem Solving

The purpose of Part 3 was to begin to summarize the efforts of the small groups and to determine participants' interest in continuing the problem solving process.

A spokesperson for each of the eight break-out groups presented his/her group's work. (See Appendix C.) These presentations were followed by a discussion of the findings. The emphasis was on eliciting the reactions of the participants to the conference content and process, and on determining their interest in being involved in post-conference activities.

Section 3

KEYNOTE SPEAKER AND PRESENTATION

ANTHONY CARNEVALE

The keynote speaker was Anthony Carnevale, Ph.D., Vice President of National Affairs and Chief Economist for the national office of the American Society for Training and Development (ASTD) and co-author of the research that inspired this conference.

THE CHANGING FACE OF COMPETITION

Dr. Carnevale cited six features of products/services influencing competition and four reasons the standards of competition are changing nationally and internationally.

Features of products/services that are influencing competition:

1) Availability
2) Price
3) Quality
4) Variety
5) Customization
6) Convenience, including customer service

Reasons the standards of competition are changing:

1) Affordability (due to increased standards of living, numbers of two-income families and borrowing
2) Technology
3) Reduced free time
4) Globalization of the marketplace

Dr. Carnevale's key point regarding competition is that we must "THINK GLOBALLY, ACT LOCALLY."

U.S. COMPETITIVENESS

Availability and price gave the United States its strong competitive position in the past. The lack of product/service quality is now weakening its position in the global marketplace. Dr. Carnevale said recapturing quality requires personal, interpersonal and organizational skills. Technological competence alone is not sufficient.

Dr. Carnevale describes himself as a cautious optimist. He believes The United States is still running a good race, but other countries (e.g., West Germany and Japan) are quickly catching up. Improved training and education are the key to our maintaining our competitive and world leadership position.

THE EDUCATIONAL SYSTEM AND WORKPLACE SKILLS

American education is a $3.5 billion dollar industry. Because of its size, it changes slowly--even in the face of pressing needs. It is sluggish in responding to the growing need for improved training for both college and non-college bound students, but particularly for the non-college bound.

Our educational system is not producing the high quality non-college workers our society needs. Reasons may be twofold: the need for non-college workers with more complex work skills is increasing, and our educational system does not yet accept its responsibility for preparing students for the changing world of work.

ADDRESSING THE PROBLEMS

Dr. Carnevale closed by stating that it will require the involvement of many interested parties--but particularly education and business--to solve the growing disparity between the skills students develop in high school and those needed for successful entry into the workplace.

The quality of education is only one part of the picture: increased competition requires that a greater proportion of our workforce possess new and more complex skills, skills that were quite unnecessary at any other point in our nation's history.

Simply stated, to effectively address the problems our schools need to be reattached to our economy. How can education and business jointly address this?

<u>Education</u>
Students must be able to link their education with what they need to know to function in the world's workplaces.

<u>Business</u>
Community and industry leaders must persuade educators that a primary role is preparing students for the world of work. They must also support educators in making the necessary changes.

Section 4

SYNTHESIS OF SMALL GROUP WORK

DEFINING THE PROBLEM

The Workplace Basics report defines the human capital deficit problem:

> These combined forces (demographic, economic and technical) are driving the nation toward a human capital deficit among both new and experienced workers that threatens the competitiveness of economic institutions and acts as a barrier to the individual opportunity of all Americans.

SMALL GROUP PROBLEM DEFINITIONS

During this conference, eight small groups worked independently to define the problem from a local perspective. Although their definitions varied, the primary emphasis among them is on the growing mismatch between skills needed in the workplace and the skill levels of present and incoming employees.

Small group problem definitions:

1) Personal do not have the skills to become full participants in a changing society.
2) There is a gap between the needs of the workplace and the skill levels and numbers in the labor force.
3) There is a shrinking labor pool that lacks basic and higher level skills and has mixed job expectations at a time of increasing job demands.
4) The supply and demand of culturally and technically prepared workers is out of balance.
5) Gap between jobs that are and will be available and people prepared to fill the jobs.
6) An accelerating deficiency of educational/technical skills among employees and citizens is impacting our ability/flexibility to compete globally.
7) Lack of resources (supply and demand) plus lack of organization/coordination/commitment to put together and implement an effective long-range strategic plan.
8) Opportunity for meaningful work...must be created in such a way that all the stakeholders...can get an adequate answer to the question, "What's in it for me?"

SYNTHESIS OF CAUSES

After defining the problem, the small groups focused on identifying significant causes based on their experiences. In the time allotted, most were able to identify causes and see some relationships among them.

The primary causes of mismatches between jobs and workers were described as falling into one of four clusters:

1) Socio-Cultural
2) Educational
3) Business-Related
4) Superordinate

The complexity of each cluster points to a need for discernment and careful evaluation of the facts if we are to fully understand underlying causes of the human deficit problem and generate realistic solutions.

The following are detailed descriptions of these clusters. They are based on the Small Group Summaries (Appendix C) and the discussion that took place when conference participants reconvened.

Socio-Cultural Causes

Our population's increasing diversity leads to a loss of cultural consensus. At the same time, the media has created a similarity of heightened expectations across all groups. The emphasis on individuality and independence combines with media bombardment with the "quick fix" myth (i.e., satisfaction comes easily and immediately). When reality shatters the myth, a sense of personal powerlessness grows. Competition is overemphasized, and a backlash is lowered individual motivation. Drugs, teenage pregnancy, too much television and more parents in the workforce all contribute to a dissipation of young energy away from preparation for meaningful work and fruitful lives. There is a general fogginess and lack of vision that prevents people from seeing the "big picture," the need for change, the long-term solutions, and the "what is best for the whole community" perspective. There is inability to balance desires with efforts and results, to sustain the momentum for life-long learning, to move through diversity to cooperation.

Educational Causes

Schools and teachers operate as if they do not understand how people learn. There is an inappropriate focus on content rather than the person, and skills (such as problem-solving) take second place to subject matter. Students are not trained to translate and generalize their skills so they can use them in new situations. There is no provision for differences in learning readiness for certain subjects and skills. Educational standards have been lowered so much that "excellence" has become a happy accident rather than the norm. There is insufficient mentoring of young people within families, schools and workplaces. They have limited experiential learning opportunities within the business community. Early childhood education is inadequate. Schools have failed to ask customers, clients and stakeholders what they need. School funding is inadequate. The education community does not hold itself in high enough regard. Old stereotypes are not being challenged and redefined. Incentives for both teachers and students are inappropriate. Because teachers and business people do not interface enough, neither can respond knowledgeably to correct deficits and adapt training to meet real needs. There are goal conflicts between teachers and communities that do not surface at school board meetings. The school's advisory committee structure is too limited. Schools' isolationist, "ivory tower" approach is counter productive. There is too much timidity for trying decentralization coupled with a shared vision as a way to start turning schools around.

Business-Related Causes

Rapid changes in production technology have increased skill requirements for entry level jobs. Employers do not always know their new skill needs, are not prepared for retraining, and do not adequately communicate skill needs to schools or employees. Employees have a sense of powerlessness and meaninglessness in their work. Mediocrity is the workplace norm. Individual competence goes unrewarded. Supervisors and employees do not share common values. There is a need to redefine success. There is a lack of realistic career ladders that allow people to grow. Corporate philosophies do not inspire employee loyalty. The focus on short-term crises and goals blinds people to the requirements for realizing long-term visions. Businesses are too often driven by the status quo rather than by needs. Businesses do not support family issues and needs (e.g., childcare, eldercare, flexible benefits, training, etc.). Businesses over-value their autonomy and under-value their communities.

Superordinate Causes

There has been an unwillingness among education, business, human services and the community to assume mutual responsibility for solving the mismatch between jobs and people. Furthermore, respect and trust are lacking among these sectors. There has been no adequate attempt at creating a global, holistic view and common goals, or at reprioritizing agendas. There are cultural biases as to whom is employable. Stereotypes are neither challenged nor redefined. There are conflicting laws and regulations. There is a short-term, tunnel vision perspective that sees nothing beyond the "bottom line." People are still trying old solutions for new situations. There is a lack of understanding of present employment markets and changing labor pools. The changing expectations of incoming workers are not taken into account. There are not enough people pulling, stretching and challenging other people to fulfill their potential. There is too little emphasis on collaboration skills training. Interdependence is not yet sufficiently valued.

THE NEXT STEP

The major issue is no longer to create more jobs; the issue is now to create meaningful jobs and to prepare people to fill those jobs and to fulfill themselves in the process.

The work of these eight small groups was the first step in what needs to be an extensive process in which causes are researched and verified, priorities are identified, and solutions are selected. Successful local change requires the efforts of a continuing, proactive community group.

Section 5

IMPLICATIONS AND FUTURE COMMUNITY ACTIONS

NEED FOR CONTINUING DIALOGUE AMONG STAKEHOLDERS

A clear message emerging from the conference is the need for continuing dialogue among stakeholders.

Active partnership between education and business was identified as especially crucial if we are to successfully prepare for the 1990's and maintain a leadership role in world commerce.

POTENTIAL INTERVENTIONS AND OUTCOMES

An outgrowth of future dialogues and partnerships, among any combination of stakeholders, could be specific interventions aimed at assisting individual organizations and the community in dealing with the workforce problems affecting our society. Broader outcomes could also result from these interventions.

Some possible interventions and outcomes include:

1) Improvement in the quality of life for the chronically, economically-depressed segments of society
2) More planned experiential learning for young people
3) Better use of existing educational and training resources
4) Improved competitiveness in the global marketplace
5) Employer investment in families
6) Reduced tax dollars for social services
7) Improved communication, trust and respect among education, business and other community groups
8) Greater recognition of individual potential and better action planning to develop it
9) Appreciation for the interrelatedness of many factors--education, business, our national heritage, cultural differences, family values--in the creation and resolution of problems that cause us to waste the potential of our human resources

Dr. Carnevale said we must make fundamental changes in the way we develop and use people. While there are costs for making these changes, investment in human capital will result in a maximum return for everyone.

COLLABORATION AMONG COMMUNITY STAKEHOLDERS

The conference planners believe that to generate new community approaches to employment and training issues, those persons and organizations most likely to gain or lose must collaborate. The conference was planned to begin and foster that collaboration.

At the close of the conference, many participants expressed an interest in pursuing the issues. The first follow-up meeting was held on December 13, 1989, and attended by over twenty individuals.

Energy was high among those attending this meeting. They developed a list of potential goals and the steps for guiding this group during its evolution. Specific plans will emerge later, following a more careful assessment of the local problems and needs. The next meeting is scheduled for January 24, 1990.

CONFERENCE PLANNERS AS RESOURCES

For change to take place, a truly grassroots approach is critical. It was decided, therefore, that any activities stemming from this conference must be initiated and controlled by participants and not by the Conference Planning Committee. Members of the Planning Committee would only serve as resources to the new group (at least during start-up) so as not to interfere with this grassroots process.

Appendix A

SUMMARY OF THE TWO-YEAR RESEARCH PROJECT

"Workplace Basics: The Skills Employers Want"

WARNING

Many American workers do not have sufficient skills to cope with the requirements of a technologically sophisticated workplace. This is not new news. Nor is it news that a shortage of minimally qualified workers is forcing employers to provide more training in basic skills. This warning comes from the authors of the study, "Workplace Basics: The Skills Employers Want."

THE STUDY

"Workplace Basics" is based on a two-year study conducted jointly by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. It is the first in a series of reports to be released on workplace employment and training issues.

PURPOSE OF THE STUDY

The primary purpose of the "Workplace Basics" study is to inform readers about the employment and training needs of the coming decade and how these needs can be met.

MAJOR FINDINGS

The study finds that businesses will face shortages of entry level employees in the 1990's. It also notes that businesses will continue to adopt technology requiring higher-level intellectual skills.

The report breaks new ground by expanding the definition of "basic skills" far beyond the standard connotation of reading, writing and arithmetic. Other observers of the changing workplace have noted that this traditional definition of basic skills is becoming increasingly inadequate in most sectors.

"Workplace Basics" lists 16 skills which it groups into seven broader categories as essential for new workers:

1) The Foundation: Knowing How to Learn

2) Competence: Reading, Writing and Computation

3) Communication: Listening and Oral Communication

4) Adaptability: Creative Thinking and Problem-Solving

5) Personal Management: Self-Esteem, Goal Setting/Motivation and Personal/Career Development

6) Group Effectiveness: Interpersonal Skills, Negotiation and Teamwork

7) Influence: Organizational Effectiveness and Leadership

The report outlines a step-by-step model for establishing a basic skills program.

IMPORTANT POINTS TO REMEMBER

Two important points to remember (paraphrased from the report) are:

The nation is facing a harsh demographic reality that will not go away. The supply of new workers ages 16-24 is dwindling. Employers will have to reach into the ranks of the less qualified to get their entry-level workforce.

Workers are being challenged as never before by an expanding range of skill requirements. To be successful, today's workers must be able to work with less supervision, identify more sophisticated problems and make crucial decisions.

A free copy of this report may be obtained by calling ASTD in Washington at (703) 683-8100. There will be a charge for requests for multiple copies.

Appendix B

WORKPLACE SKILLS INVENTORY AND SUMMARY OF DATA

This appendix includes a summary of results, an interpretation of the data, a copy of the Workplace Skills Inventory (WSI) and graphs.

RESULTS

MEAN SKILL IMPORTANCE/PRESENCE (Figure 1)

The mean response scores indicate that each skill was more important than it was present.

MOST IMPORTANT SKILLS (Figure 2)

Respondents ranked each skill for its importance to an individual's success in their organizations. The three skills selected most frequently were:

Knowing How to Learn
Problem Solving
Interpersonal Skills

SKILL IMPROVEMENT PRIORITIES (Figure 3)

Respondents ranked the skills most in need of improvement in their organizations. The three skilled selected most frequently (with Knowing How To Learn and Teamwork being tied for first place)were:

Knowing How To Learn
Teamwork
Problem Solving

INTERPRETATION

Since the group surveyed was mixed in both background and type of organizations represented, they do not comprise a useful reference group. The Workplace Skills Inventory (WSI) was used at the conference to help participants consider these workplace skills, their importance to and presence in their workplaces or with their client groups. It provided them a basis for further investigation and changes within their organizations.

Workplace Skills Inventory

A

Please review the workplace skills listed below. How important are each of these workplace skills for individuals' success in your organization, industry, or association?

For each item please check (√) the line below one number on the scale: 1 through 10.	Not Applicable	No Opinion	None to Little		Some		Quite a A Bit		A Very Great Deal	
	x1	x2	3	4	5	6	7	8	9	10
1. Knowing How to Learn	–	–	–	–	–	–	–	–	–	–
2. Reading	–	–	–	–	–	–	–	–	–	–
3. Writing	–	–	–	–	–	–	–	–	–	–
4. Computation	–	–	–	–	–	–	–	–	–	–
	x1	x2	3	4	5	6	7	8	9	10
5. Listening	–	–	–	–	–	–	–	–	–	–
6. Oral Communication	–	–	–	–	–	–	–	–	–	–
7. Creative Thinking	–	–	–	–	–	–	–	–	–	–
8. Problem Solving	–	–	–	–	–	–	–	–	–	–
	x1	x2	3	4	5	6	7	8	9	10
9. Self-Esteem	–	–	–	–	–	–	–	–	–	–
10. Goal Setting	–	–	–	–	–	–	–	–	–	–
11. Motivation	–	–	–	–	–	–	–	–	–	–
12. Career Development	–	–	–	–	–	–	–	–	–	–
	x1	x2	3	4	5	6	7	8	9	10
13. Personal Development	–	–	–	–	–	–	–	–	–	–
14. Interpersonal Skills	–	–	–	–	–	–	–	–	–	–
15. Negotiation	–	–	–	–	–	–	–	–	–	–
	x1	x2	3	4	5	6	7	8	9	10
16. Teamwork	–	–	–	–	–	–	–	–	–	–
17. Contributing to Organizational Effectiveness, e.g., goals, planning, priority setting	–	–	–	–	–	–	–	–	–	–
18. Leadership	–	–	–	–	–	–	–	–	–	–

19. Which three items, 1.–18., are most important? Numbers _____, _____, _____.

- What additional abilities — competencies — skills are also needed in workplaces you are involved with?

Next–Please complete **Workplace Skills Inventory Part-B** on the other side of this page.

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Workplace Skills Inventory

B

After completing WSI Part A on the other side, please again review the workplace skills listed below. To what extent are each of these workplace skills present, i.e., demonstrated by individuals in your organization, industry, or association?

For each item please check (√) the line below one number on the scale: 1 through 10.	Not Applicable	No Opinion	None to Little		Some		Quite a A Bit		A Very Great Deal	
	x1	x2	3	4	5	6	7	8	9	10
1. Knowing How to Learn	–	–	–	–	–	–	–	–	–	–
2. Reading	–	–	–	–	–	–	–	–	–	–
3. Writing	–	–	–	–	–	–	–	–	–	–
4. Computation	–	–	–	–	–	–	–	–	–	–
	x1	x2	3	4	5	6	7	8	9	10
5. Listening	–	–	–	–	–	–	–	–	–	–
6. Oral Communication	–	–	–	–	–	–	–	–	–	–
7. Creative Thinking	–	–	–	–	–	–	–	–	–	–
8. Problem Solving	–	–	–	–	–	–	–	–	–	–
	x1	x2	3	4	5	6	7	8	9	10
9. Self-Esteem	–	–	–	–	–	–	–	–	–	–
10. Goal Setting	–	–	–	–	–	–	–	–	–	–
11. Motivation	–	–	–	–	–	–	–	–	–	–
12. Career Development	–	–	–	–	–	–	–	–	–	–
	x1	x2	3	4	5	6	7	8	9	10
13. Personal Development	–	–	–	–	–	–	–	–	–	–
14. Interpersonal Skills	–	–	–	–	–	–	–	–	–	–
15. Negotiation	–	–	–	–	–	–	–	–	–	–
	x1	x2	3	4	5	6	7	8	9	10
16. Teamwork	–	–	–	–	–	–	–	–	–	–
17. Contributing to Organizational Effectiveness, e.g., goals, planning, priority setting	–	–	–	–	–	–	–	–	–	–
18. Leadership	–	–	–	–	–	–	–	–	–	–

19. Which items, 1.–18., most need to be improved? Numbers _____, _____, _____.

- What did you consider when completing this survey...please check one? ___my company or other organization, ___my industry ___my association, ___other, which was _____

Thank you. A summary of completed surveys will be prepared; no individual's data will be reported separately.

Source: Adapted from AP Carnevale, LJ Gainer, and AS Meltzer. *Workplace Basics: The Skills Employers Want.* Washington: ASTD for the US Department of Labor, no date – released January, 1989.

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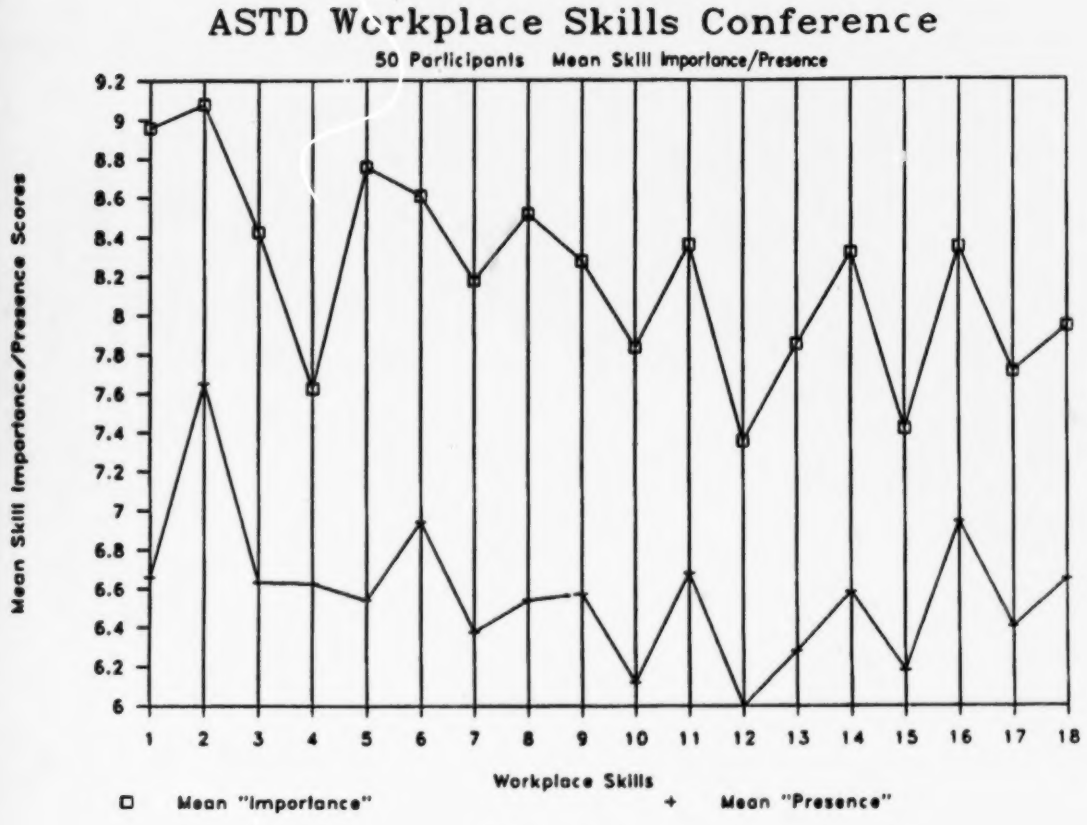


Figure One

(Refer to the Workplace Skills Inventory for the 18 Workplace Skills.)

ASTD Workplace Skills Conference

Most Important Skills -- Fifty Participants -- 20 October 1989

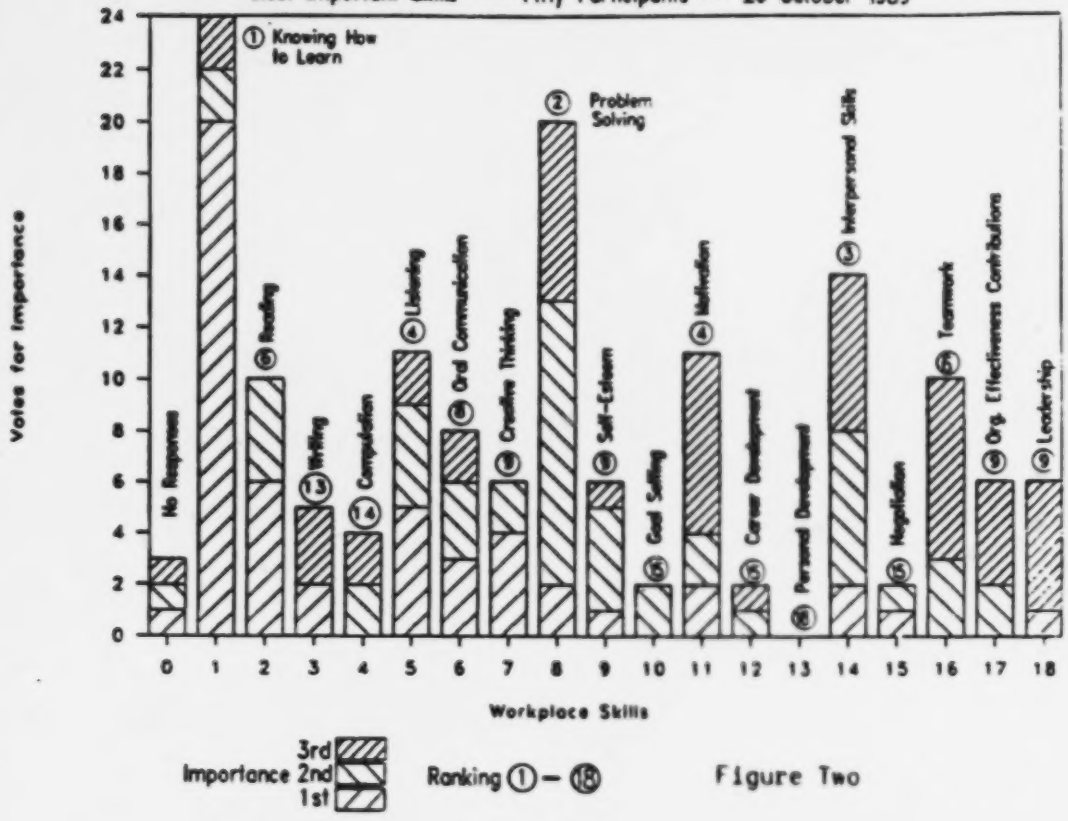


Figure Two

Skill Improvement Priorities -- Fifty Participants -- 20 October 1989

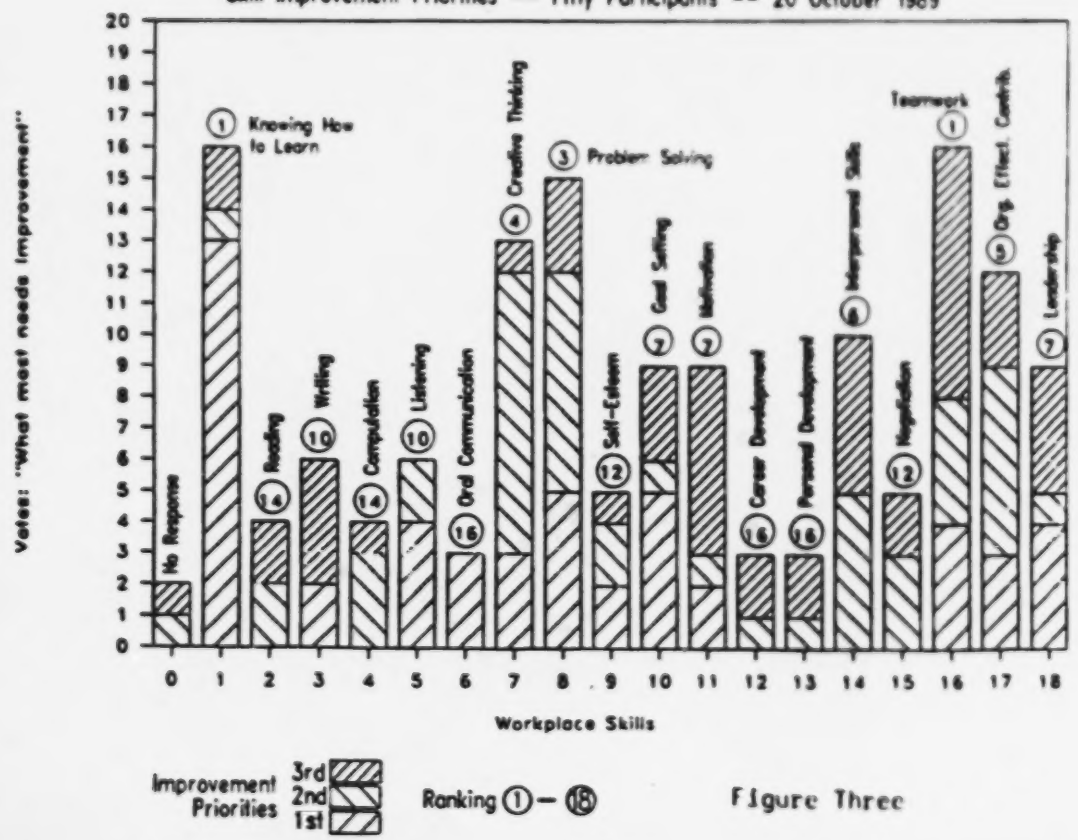


Figure Three

Appendix C

SMALL GROUP SUMMARIES

Following the steps of the cause identification and problem solving process, each of the eight small groups first developed a problem statement. Each group then brainstormed to determine mutually exclusive causes for the problem, sorted these causes into clusters and began the process of identifying the nature of the relationships among these clusters.

The conference's success was measured by the goals set for it (Section 2), not in the completion of the steps of the problem solving process. Therefore, the primary value of these small groups was the extent to which participants became interested in and involved with the conference topic. It is important to keep this in mind because the reports that follow reflect the small group thinking only to the point at which their work was terminated.

SMALL GROUP SUMMARY

Group 1

Facilitated by Barbara J. Balog, Ph.D.

Group Participants:

William Dowling, Ph.D.
Jeffrey C. Gove
Penny Martin
Paul M. Minus
Gay Sue Pinnell, Ph.D.
Patty Sobiech
Gene Whetzel

PROBLEM DEFINITION

Persons do not have the skills to become full participants in a changing society.

PROBLEM CAUSES

Six clusters:

Psycho/Social Factors
Educational Factors
Business/Industry Factors
Political Factors
Global and "Uncontrollable" Factors
Joint Cooperation Factor

The causes included in each of these clusters are outlined below:

Psycho/Social Factors

-changing family values
-changing family and societal structures
* -media has lead to more similarity in expectations (culture of consumerism)
* -greater expectations that satisfaction comes fast (promoted by media)
-individuals are less concerned with the overall good/needs of society
-work ethics not compatible with society's economic needs
-social and economic conditions impede learning
-society's emphasis on arbitrary standards for success (e.g., high school diploma, etc.)
-increasing diversity among population the leads to a loss of cultural consensus
-individual motivation is lower
-longer life spans are affecting individual career and financial needs
-decreasing numbers of individuals who are appropriate for the needs of the future workforce

Educational Factors
- -lowered educational standards at all levels of education
- -inadequate early education (ages 4-6)
- -high school counseling emphasizes discipline
- * -most teachers do not know how youths learn; therefore, focus is on content rather than on the child
- -insufficient mentoring within families, workplaces, etc. (i.e., insufficient role models)
- -limited opportunity for experiential learning within the business community for young people

Business/Industry Factors
- -increasing skill level requirements for entry level jobs
- -in many businesses, management doesn't know what skills are required to meet the changes in the nature of jobs
- -some businesses/industries not making their professions "attractive" to potential employees (e.g., construction)
- -management is failing to instill in their associates a sense of their importance to the organization
- -employees lack feelings that they can affect outcomes (i.e., they don't have a sense of control)
- -people no longer getting as much satisfaction from work
- -lack of sufficient time for managers/supervisors to train their people on creative thinking, problem solving, etc.
- -senior management doesn't see how intangible skills affect the bottom line
- -businesses focus on short-term goals at expense of long-term planning
- -reward systems of big business discourages long-term planning

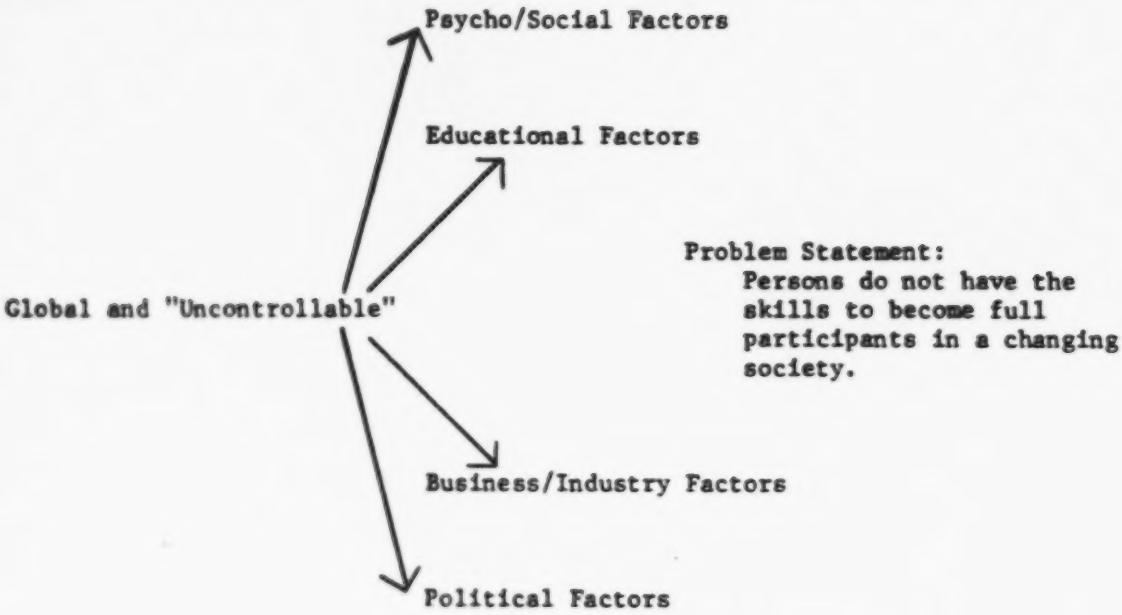
Political Factors
- -insufficient funds
- -misallocated funds
- -governmental program eligibility requirements too restrictive

Global and "Uncontrollable" Factors
- -increasing foreign competition
- -continuing technological advances

Joint Cooperation Factor
- -inadequate cooperative effort among educational, corporate and community leaders for addressing the problems

* It seems that these three "reasons" may each be divided into two reasons (i.e., explanations may be imbedded in them). For example, in the first marked with an asterisk, focus on the content rather than the child may be considered a reason for teachers not understanding how youths learn. In the second and third, media influence may be cited as a reason for "similarity in expectations" and "greater expectations that satisfaction comes fast."

PROBLEM/CAUSE RELATIONSHIPS



Joint Cooperation Factor

SMALL GROUP SUMMARY

Group 2

Facilitated by Juliana Lightle, Ph.D.

Group Participants:

Irene Allen
Barbara Drake
Susan Imel, Ph.D.
Brad Mitchell, Ph.D.
James Pinchak, Ph.D.
Brenda P. Spradling
Caryl Rice

PROBLEM DEFINITION

There is a gap between the needs of the workplace and the skill levels and numbers in the labor force.

PROBLEM CAUSES

Five clusters:

Culture
Education
Business
Intersector Issues
Final Causes

The causes included in each of these clusters are outlined below:

Culture

-individuals see no reason to learn the skills
-rewards, if/when there, are not communicated
-inability to respect and integrate the strengths of multiple cultures
-because of individual differences, some people may choose not to or may not be able to learn certain skills (What do "we" do with these people?)

Education

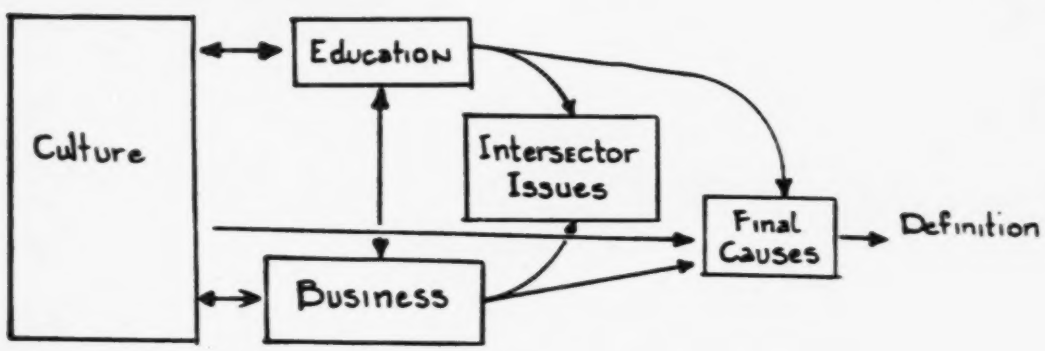
-some people are never taught or are poorly taught skills
-some people are never taught how to apply skills or are never reinforced for using them
-American culture distinguishes between "going to school" and "getting an education;" Americans value education as an important factor in economic prosperity and adult status, yet American culture tends to make going to school a passive, boring, meaningless experience for many
-skills like problem solving are not taught; schools are organized around subject matter
-schools do not take into account that individuals may not be ready to learn specific skills when they are taught
-schools have not asked customers what they need

Business
- -jobs and the workplace are changing and business fails to communicate these changes to schools
- -labor market has changed
- -people feel that even if they acquire the skills, they will not find jobs to use them
- -business is not gearing up to face the reality that retraining must become part of their ongoing strategy; there is too much reliance on schools
- -business lacks support for the family issues reflected in programs such as childcare, eldercare and flexible benefits
- -business has not communicated skill needs to schools

Intersector Issues
- -little motivation for life-long learning because there are few rewards for it, few opportunities to use it and few ways to gain it
- -growing sense of personal and collective powerlessness, i.e, a sense that individual action/responsibility no longer make a difference

Final Causes
- -lack of mutual accountability/responsibility among education, business and society
- -each sector feels a false sense of autonomy

PROBLEM/CAUSE RELATIONSHIPS



SMALL GROUP SUMMARY

Group 3

Facilitated by Karen Clark

Group Participants:

Peggy Calestro
Lynn Edward Elfner, Ph.D.
William Habig
Edward M. Krauss
Tom Kruglinski
Faye Spratley

PROBLEM DEFINITION

There is a shrinking labor pool that lacks basic and higher level skills and has mixed job expectations at a time of increasing job demands.

PROBLEM CAUSES

Three clusters:

Socio/Economic
Education
Business

The causes included in each of these clusters are outlined below:

Socio/Economic

-drugs
-teenage pregnancy
-fast fix mentality
-more parents in workforce
-too much television
-brain drain
-lack of human capital
-fewer children being born

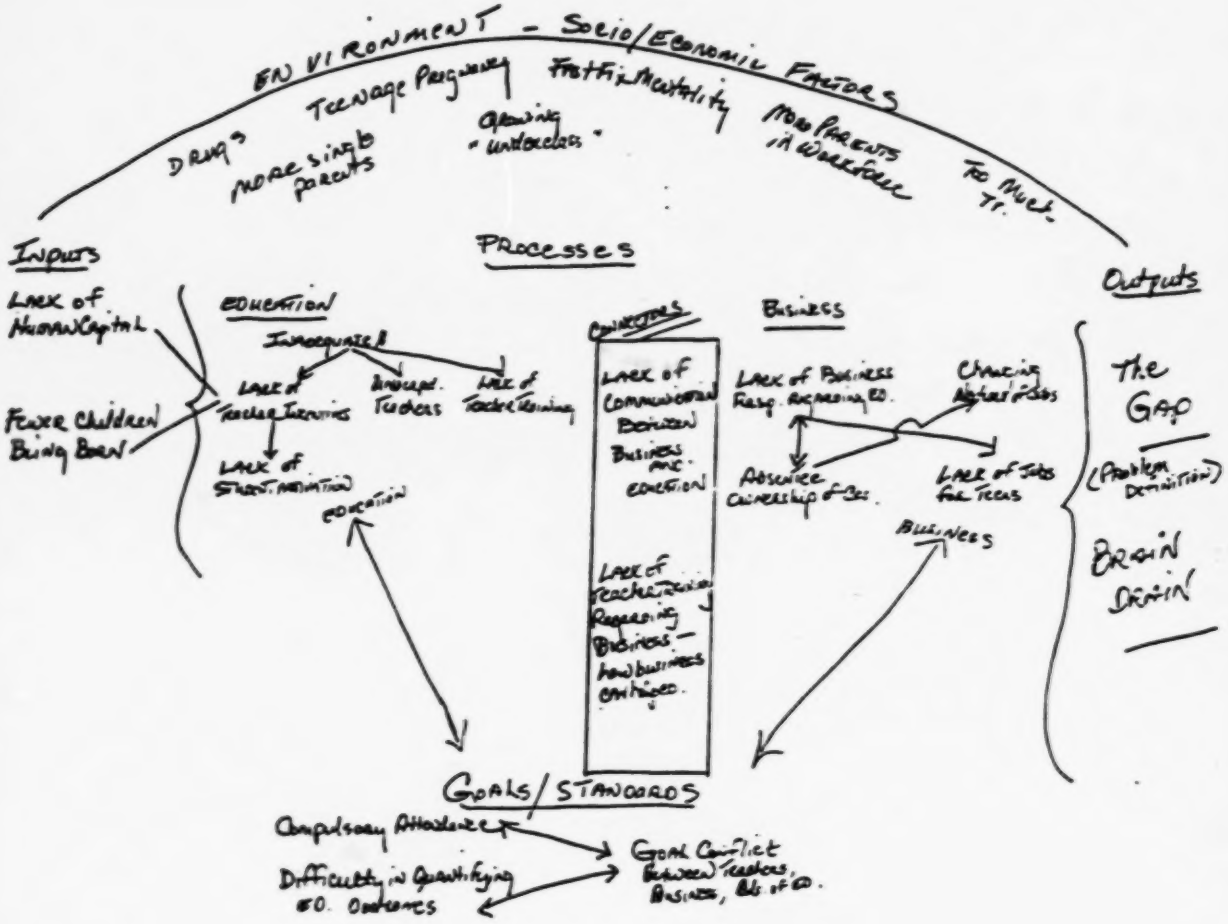
Education

-inadequate funding
-lack of teacher incentives
-lack of good teacher training regarding business and how business can help education
-underpaid teachers
-lack of student motivation
-difficulty in quantifying educational outcomes
-conflict of goals between teachers and school boards
-lack of communication between business and education

Business

- -lack of business responsibility regarding education
- -changing nature of jobs
- -lack of jobs for teens
- -absentee ownership of companies
- -lack of communication between business and education

PROBLEM/CAUSE RELATIONSHIPS



SMALL GROUP SUMMARY

Group 4

Facilitated by Pat Hughes

Group Participants:

Pam Merrill
Karen Oberrath
Sandra G. Pritz
Gina Proulx, Ph.D.
Judy Reinhart
Betty M. Rogers
Steven Rosenthal
Ken Sprengel

PROBLEM DEFINITION

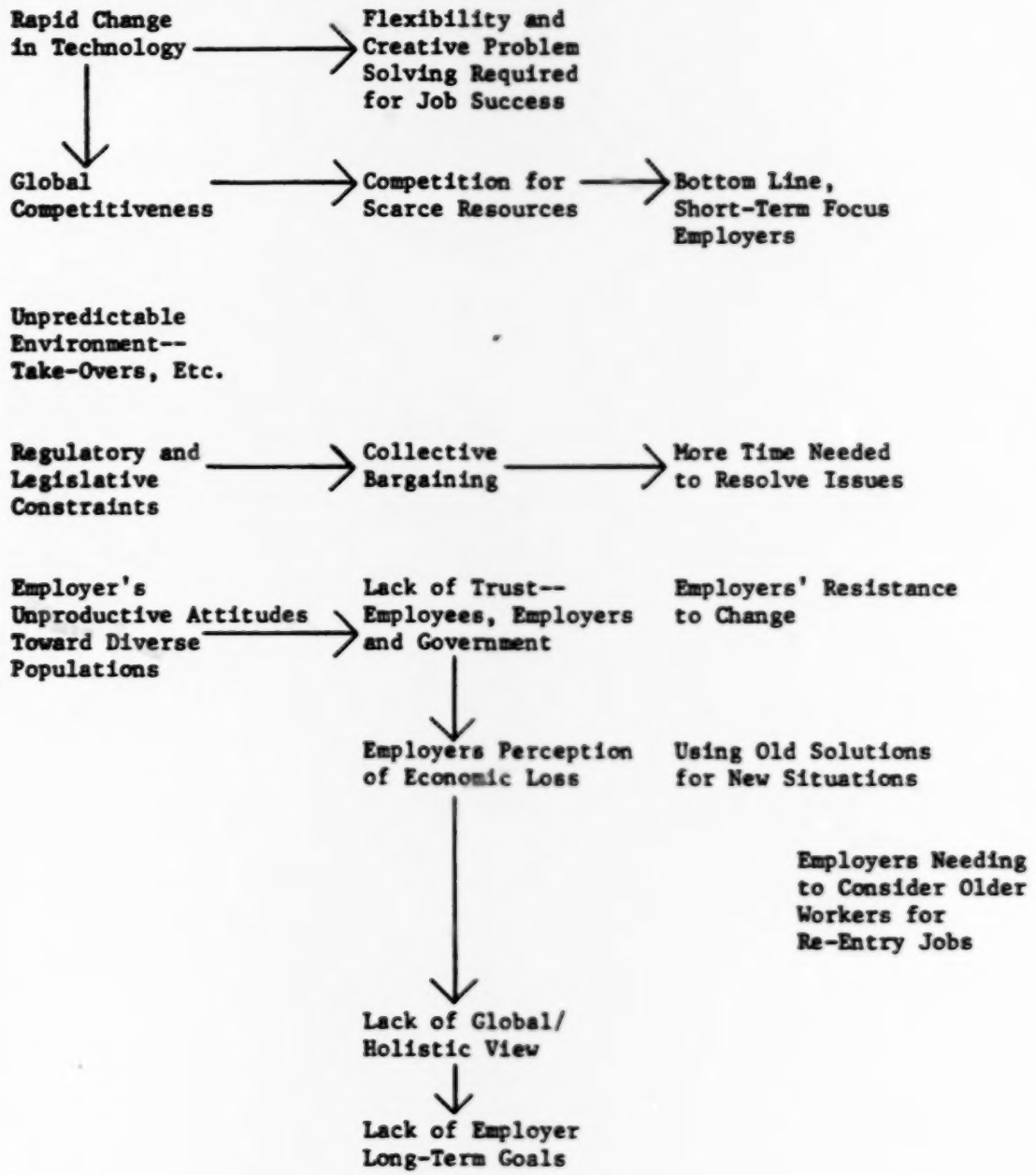
The supply and demand of culturally and technically prepared workers is out of balance.

PROBLEM CAUSES

(See Problem/Cause Relationships, pages 2 and 3.)

PROBLEM/CAUSE RELATIONSHIPS

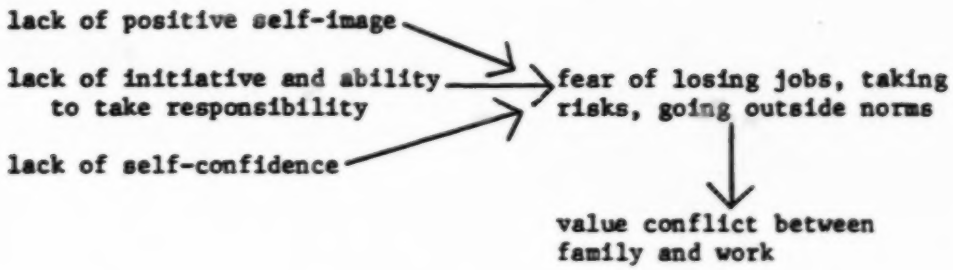
Causes of High Demand:


Rapid Change in Technology
Flexibility and Creative Problem Solving Required for Job Success
Global Competitiveness
Competition for Scarce Resources
Bottom Line, Short-Term Focus Employers
Unpredictable Environment-- Take-Overs, Etc.
Regulatory and Legislative Constraints
Collective Bargaining
More Time Needed to Resolve Issues
Employer's Unproductive Attitudes Toward Diverse Populations
Lack of Trust-- Employees, Employers and Government
Employers' Resistance to Change
Employers Perception of Economic Loss
Using Old Solutions for New Situations
Employers Needing to Consider Older Workers for Re-Entry Jobs
Lack of Global/ Holistic View
Lack of Employer Long-Term Goals

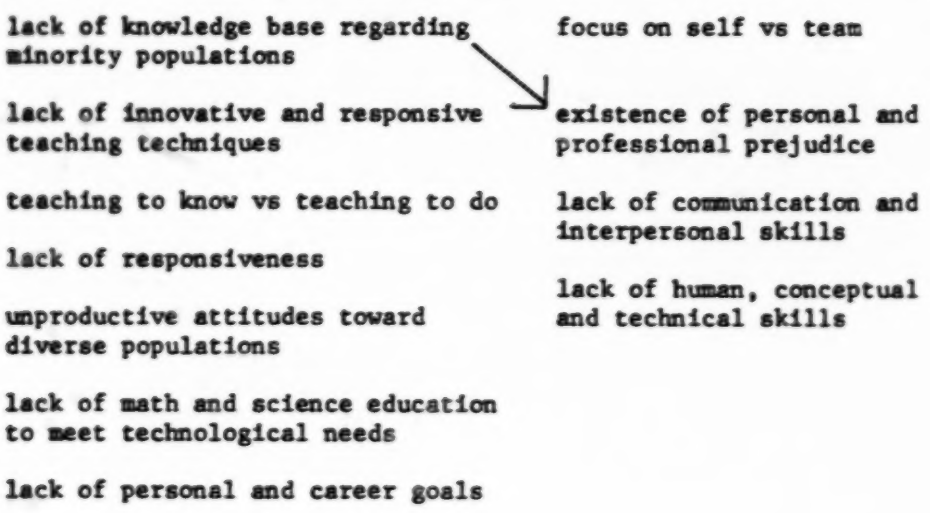
Causes of Low Supply:

(The Stakeholders are Individuals, Educators and People in Human Services.)

Individuals:


lack of positive self-image
lack of initiative and ability to take responsibility
lack of self-confidence
fear of losing jobs, taking risks, going outside norms
value conflict between family and work

Educators and People in Human Services:


lack of knowledge base regarding minority populations
lack of innovative and responsive teaching techniques
teaching to know vs teaching to do
lack of responsiveness
unproductive attitudes toward diverse populations
lack of math and science education to meet technological needs
lack of personal and career goals
focus on self vs team
existence of personal and professional prejudice
lack of communication and interpersonal skills
lack of human, conceptual and technical skills

SMALL GROUP SUMMARY

Group 5

Facilitated by Joseph W. Fowler and Lester F. Jipp, Ph.D.

Group Participants:

William L. Bainbridge, Ph.D.
Kathy Faust
Susan Cramer Maslyk
Edyie Poling
George Rieser

PROBLEM DEFINITION

Gap between jobs that are and will be available and people prepared to fill the jobs.

PROBLEM CAUSES

Five clusters:

- Lack of Vision
- Business
- Communication
- Education
- Students

The causes included in each of these clusters are outlined below:

Lack of Vision

- -lack of vision and/or long range goals to remedy the problem within our business, governmental/political and educational leadership

Business

- -business fails to assess its needs or make investment in the problem a priority
- -failure in Ohio to hear the small employer with 10-15 employees (i.e., tendency to be influenced by large, big name employers)
- -business fails to adequately reward competence (i.e., fails to recognize skills)

Communication

- -lack of communication between business and education about workplace needs (both sides preoccupied with own work and afraid of each other)
- -education community does not hold itself in high enough regard
- -educators need to be more aggressive in seeking workplace data
- -schools need to be run like businesses

SMALL GROUP SUMMARY

Group 6

Facilitated by Robert C. Albright

Group Participants:

Robert Barrow, Ph.D.
LaDonna Jones
Mary Margaret McClure
Frank D. Ray
Sharon Sachs
Marilyn Tritt

PROBLEM DEFINITION

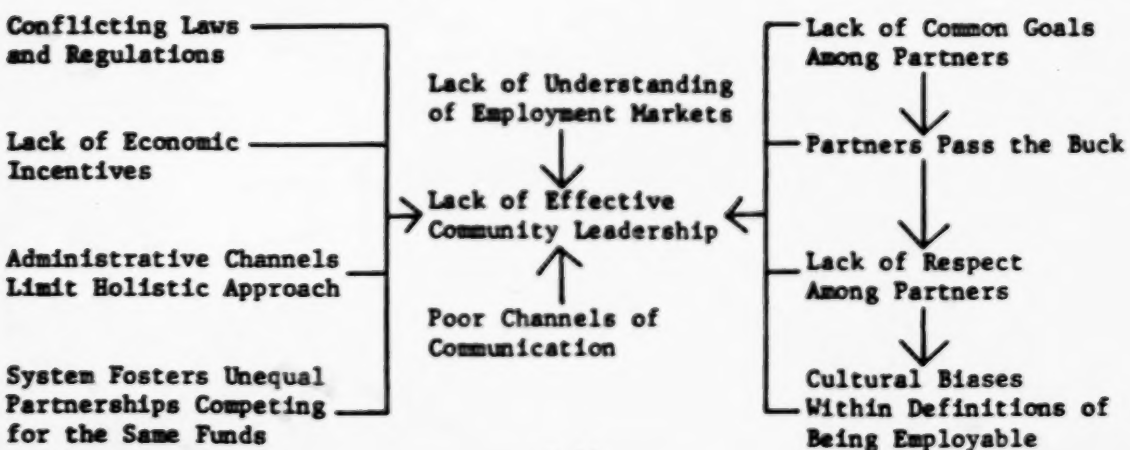
An accelerating deficiency of education/technical skills among employees and citizens is impacting our ability/flexibility to compete globally. Activities/programs designed to directly address these deficiencies are critical to the quality and economic life of this community.

PROBLEM CAUSES

Eleven clusters:

- Conflicting Laws and Regulations
- Lack of Economic Incentives
- Administrative Channels Limit Holistic Approach
- System Fosters Unequal Partnerships Competing for the Same Funds
- Lack of Understanding of Employment Markets
- Lack of Effective Community Leadership
- Poor Channels of Communication
- Lack of Common Goals Among Partners
- Partners Pass the Buck
- Lack of Respect Among Partners
- Cultural Biases Within Definitions of Being Employable

PROBLEM/CAUSE RELATIONSHIPS


Conflicting Laws and Regulations
Lack of Economic Incentives
Administrative Channels Limit Holistic Approach
System Fosters Unequal Partnerships Competing for the Same Funds
Lack of Understanding of Employment Markets
Lack of Effective Community Leadership
Poor Channels of Communication
Lack of Common Goals Among Partners
Partners Pass the Buck
Lack of Respect Among Partners
Cultural Biases Within Definitions of Being Employable

SMALL GROUP SUMMARY

Group 7

Facilitated by Anne T. Bostwick

Participants:

Karen Dawson, Ph.D.
John Geiger
John E. Meighan, Ph.D.
Douglas Palmer
Jeff Shick
John Venters

PROBLEM DEFINITION

Lack of resources (supply and demand) plus lack of organization/coordination/ commitment to put together and implement an effective long-range strategic plan.

PROBLEM CAUSES

Six clusters:

Failure to Recognize Problem/Lack of Awareness
See Need, But Not Know How to Change
See Need, But Not Want to Change
See Need, But Not Have Resources to Facilitate Change
See Need, But Not Have Leadership/Cooperation
See Need, But Not Know How to Define Problem

The causes included in each of these clusters are outlined below:

Failure to Recognize Problem/Lack of Awareness

-pre-determined anticipated solutions which limit our view of the whole
-only the "elite" are being listened to
-we are not looking at the whole problem
-societal expectations that there will be division/disagreement
-lack of leadership (public and private) to see the "big picture," including supply and demand
-mystique of higher education vs technical education
-American emphasis on independence and competition
-system-driven, not needs-driven (i.e., we aren't targeting response to needs)
-changing expectations and needs/capabilities of blue collar workers
-education system based on white middle class lifestyle/values
-change in worker loyalty and in concept of lifetime employment with one company
-self-interest
-unknown/changing expectations of incoming workers (e.g., definitions of "success")
-lack of employment climate knowledge (e.g., among school counselors)
-lack of corporate and public need to solve problem

C.154 i

See Need, But Not Know How to Change
- -society is not successfully reprioritizing
- -welfare and other government programs are ineffective
- -failure to challenge and redefine stereotypes
- -attitude among and about minorities regarding higher education
- -reluctance in industry to change
- -limited commitment of employers to provide release time for community services
- -mediocrity is the workplace norm
- -need to change definition of success
- -open enrollment in colleges

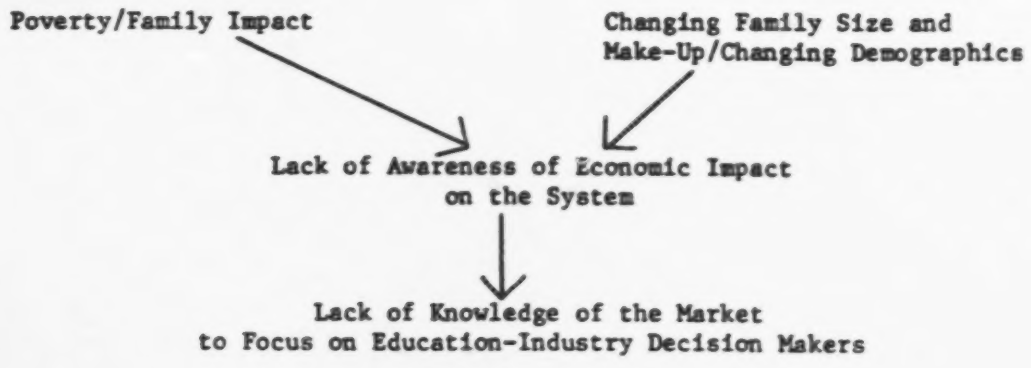
See Need, But Not Want to Change
- -lack of high school graduation evaluation criteria
- -lack of realistic career ladders
- -lack of positive adult role models
- -rapid change in technology
- -lack of generalizability/translation of skills learned
- -not enough people "chasing"/pulling/stretching other people

See Need, But Not Have Resources to Facilitate Change
- -incentive structure leads to fragmentation and mediocrity
- -limited resources being invested in new minority groups
- -many of today's educators were not the "best" college students (e.g., draft evaders)
- -school advisory committee structure too limited

See Need, But Not Have Leadership/Cooperation
- -decentralization - e.g., educational system, corporations, political system
- -lack of training for (or in) collaboration

See Need, But Not Know How to Define Problem
(No specific responses generated during conference.)

PROBLEM/CAUSE RELATIONSHIPS


Poverty/Family Impact
Changing Family Size and Make-Up/Changing Demographics
Lack of Awareness of Economic Impact on the System
Lack of Knowledge of the Market to Focus on Education-Industry Decision Makers

SMALL GROUP SUMMARY

Group 8

Facilitated by Meg Houk and Richard S. Webster, Ph.D.

Participants:

James J. Buffer, Jr., Ph.D.
Tom Dixon
Helen Goss
David Kirn
Dorthea S. Merriman
Cheryl Pelland

PROBLEM DEFINITION

Opportunity for meaningful work in the Columbus Area must be created in such a way that all the stakeholders--e.g., labor force employers, presently-employed workers, disenfranchised potential workers, public education, training and development, community service agencies--can get an adequate answer to the question, "What's in it for me?"

PROBLEM CAUSES

Five clusters:

Values
National Culture
Labor Market and Corporations
The Individual
International Factors

The causes included in each of these clusters are outlined below:

Values

-no national focus
-breakdown of family structure
-work ethic no longer present in many homes
-lack of good role models for children
-children only interested in getting most for least effort
-individualism has gone too far
-individuals go for short term goals and gains
-lack of community among workers

National Culture

-too much emphasis on immediate gratification
-culture does not reinforce learning as a value
-supervisors and employees do not share cultural values
-corporate philosophies do not inspire loyalty
-networking occurring in different cultures does not transfer to workplace
-the strengths different cultures bring to workplace do not get recognized or appropriated

National Culture (continued)
- -values are hard to change
- -incentives for corporations are needed
- -federal programs give corporations excessive tax breaks
- -media influence impedes positive change

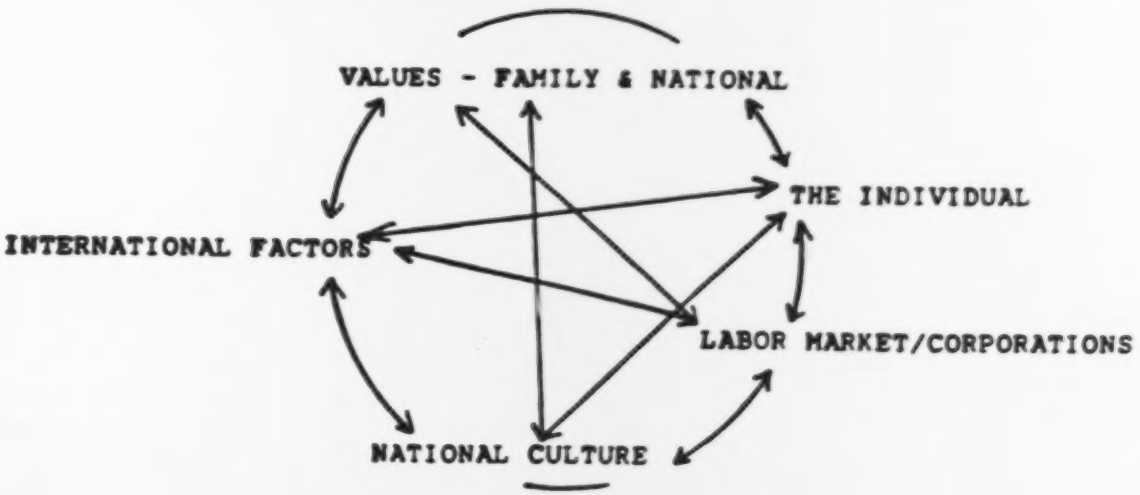
Labor Market and Corporations
- -the economy of the marketplace
- -used to have enough workers to select from; now do not
- -lack of cooperation between the workplace, public education and other education providers
- -corporations are too large
- -no loyalty beyond economics
- -those who are most educated get most of the training
- -the "haves" get more; the "have nots" get less
- -people are not expected to see the "big picture"

The Individual
- -people at the bottom have very complex problems
- -lack of listening skills
- -learning requires effort (i.e., it is hard work)
- -large attrition rate in literacy programs

International Factors
- -global competition
- -technological and information revolution

PROBLEM/CAUSE RELATIONSHIPS

All of the above causes feed each other and fight against the creation of solutions that really work. The following diagram illustrates the interdependence of these causes:



Perhaps the interdependent nature of the problem's causes is a key to the problem's solution.

Appendix D

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c/o The Ohio State University, College of Education (Associate Dean)
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Mr. Steve Bullet, Education Director
THE INSTITUTE OF FINANCIAL EDUCATION
c/o Mid-America Federal
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OHIO MANUFACTURERS ASSOCIATION
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Columbus, Ohio 43215
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